

Eastbury Community Primary School – Behaviour Policy

Draft Working copy to be reviewed annually

Last reviewed - September 2017

Rationale

This policy was created in discussion with all the staff at ECS Primary School. It is based on recognising and rewarding good behaviour and to be used in conjunction with all our Primary Policies and by members of our Primary school community.

The policy provides a rationale for creating and implementing rules, rewards and consequences.

Rules are displayed in all classrooms and in prominent areas throughout the school.

Our Behaviour policy, Values Education Programme and our PSHE Programme all work together to provide a unified approach to learning and living together at school.

Key Points :

At Eastbury Community Primary Phase all staff will model appropriate behaviour and praise it in our pupils.

We use the work of Dr. Bill Rogers and 'Positive Behaviour'.

- Seek to praise for **what is going right**
- **Reinforce it** clearly, repeatedly and consistently
- **Always state the behaviour you want to see** – praise it when you see it
- **Thank pupils** for displaying positive behaviour
- The adult must **'be' the calmness** – avoid shouting – unless it's an emergency!

Good behaviour will be recognised and praised, unacceptable behaviour will always be dealt with in a consistently positive manner.

All teaching and non-teaching staff will be aware of appropriate use of language and actions when dealing with behaviour.

Each class will display the class rules. We will also use the 'Stay on Green' system from Reception upwards. This provides a visual record of behaviour and a positive focus.

All children will be treated with equal consideration regardless of race or gender; no form of racism or sexism will be accepted. Teachers will model and teach Values Education and PSHE through classroom activities to support good behaviour for living and learning together.

Rights and Responsibilities

All parents/carers, school staff and our pupils have rights and responsibilities in order to fulfil our educational aims.

Our Children have a right to:

Be and feel safe at school

Be treated with respect and fairness

Communicate and be listened to

Move around the school comfortably

Learn without interruption

Use and share equipment with the school environment

Therefore our children have a responsibility to:

Help others to feel safe and secure in the classroom and in the playground

Treat others with respect and consideration at all times.

Listen to others and value their contributions and respect their opinions

Move safely and calmly around the school using the agreed guidelines

Allow others to learn without causing distractions

Use equipment safely and share with others and respect and care for all resources.

All staff have the right to:

Work in a safe and supportive environment

Be treated with respect and courtesy by all in the school community, eg. Pupils, staff and parents

Teach without interruption

Have their belongings respected and the property of the school

A positive relationship with the children and staff of our school

Therefore our staff have a responsibility to:

Promote a safe and supportive environment for staff and children

Treat others with respect and consideration

Provide a quality curriculum programme which is accessible to all children

Respect the property of others

Support the staff in school

Promote a positive relationship with all children and adults within the school context

Our Parents have a right to:

Know that their child is in a safe, supportive environment

Be treated with respect and fairness – by all children and adults

Be kept informed about general school events and issues

Be kept informed about their child's progress

Ensure the safety of their children at the beginning and end of each day

Have their children learn to their full potential

Therefore our parents have a responsibility to:

Support the school in promoting a safe environment eg. Keep school informed of changes in circumstances, telephone numbers etc.

Treat everybody in the school community with respect and consideration

Read school letters and to respond when appropriate, get involved and support school activities.

Respect the professional judgement of the teaching staff, make and keep appointments at appropriate times.

Bring and collect their children from school at the agreed times and inform the school about any changes to arrangements.

Read, sign and adhere to the Home/School agreement

Act as a partner with the school in the learning process

Our School Rules

1. We will listen and follow instructions – safely and carefully.
2. We will be kind, polite and work hard in everything we do.
3. We will use safe, kind hands and feet at all times.

Negative Behaviour

We do not use the word – punishment. Instead we speak of ‘consequences.’ Consequences will be fair and consistent.

As far as is possible, consequences should be related to the negative behaviour or action. Therefore, if a child deliberately breaks something he or she should be involved in the mending of the object, eg. pencil breaking – child then sharpens lots of pencils. If a child hurts another child, pushes them over or kicks them, the child needs treatment, the offender should watch them being cared for. They will be asked to take time to reflect, to apologise and draw a picture or write a letter of apology.

Corrective Action and Use of Language

Our principle function is to teach the children; that is our right. The children have a right to learn. If disruptive behaviour prevents teaching from taking place then both parties have been denied their rights. Behaviour management is for all of us so everyone can do their job and children can learn. We must remember that good teachers influence the behaviour of children most of the time.

System for Corrective Action

Tactical Ignoring	The purpose is to reinforce on- task. Teacher gives no direct eye-contact for inappropriate behaviour.
Privately understood Signals	Non-verbal cues. May be eye-contact or a private hand signal between teacher and child.
Simple Directions	Use respectful language accompanied by please and thank you. Keep directions simple.
Positive Reinforcements	Pick up on appropriate behaviour immediately and acknowledge it.
Question and Feedback	Break into a disruptive cycle with a question: Use what, NOT why What are you doing? What should you be doing? What are you going to do about it?
Rule reminders	Restate the rule. Don't get caught up in a discussion.
Blocking	State a rule repeatedly

Simple Choices	Give a choice that puts the choice back on the child.
Isolation from Peers	When a child continues to be disruptive, give a choice to work quietly or move away from the group within the room.

A School wide Discipline Plan

Responsibility for ‘school wide’ behaviour is not just passed to the Headteacher or SLT; it is dealt with by everybody when the need arises.

1. Immediate behaviour recovery is by the adult who is directly involved.
2. The adult that sees the behaviour or incident, deals with it.
3. If this is not satisfactory, involve your line manager who will then work in partnership with you to deal with the behaviour. It may be necessary to inform and involve parents.
4. If unacceptable behaviour continues it may be necessary to involve the Head of Primary.

At lunch time the same process applies ie. Midday Assistant will deal with behaviour primarily, then duty teachers, SLT and if necessary: the Head.

Persistent Poor Behaviour

If children do persist in poor behaviour it may be necessary to withdraw them, eg. give ‘time out’ or cooling off time. It is also possible to draw up a contract if after a few days the behaviour persists, parents have been informed but there has been no change.

It will be:

- Focused upon on one behaviour aspect
- Drawn up in private
- Worded to encourage positive thinking about behaviour and supportive of the pupils’ self esteem.

The school SENCo may be involved in this process.

Every adult and child has an important role to play in the success of this behaviour policy. We ask parents to support the school and adopt some of the strategies implicit in good behaviour management.

Good behaviour and Good work – Reward system

The ‘Stay on Green’ System will be in place day to day in each classroom.

Teachers will reward children for good behaviour by stickers to be worn on their jumpers or stickers placed in books. The midday assistants will also have a selection which they will use to reward the children for good behaviour at lunch time.

There is also the weekly 'Merit Award' for classwork - given to two pupils in each class, a Star of the Week in each class and Headteacher's Award for exceptional work. Values tickets will also be awarded to pupils displaying values led behaviour and a monthly Values Star will be chosen.

It is essential that we not only reward children who begin to display better behaviour but also those who are continually well behaved. There will also be lots of verbal praise for good behaviour. We invite parents to join in and work with us on our behaviour management.

Guidance in the use of Physical Restraint to Control Pupils

1. All staff should always try to maintain a non- confrontational manner. Whenever possible they should avoid physical contact if they do find themselves in a confrontation situation with a pupil.
2. Physical contact cannot at times be avoided. The key words to remember are that restraint is : **reasonable, proportionate and necessary.**
3. Restraint may become necessary in the following situations:
 - A pupil is in danger of injuring her/himself.
 - The pupil is engaged in behaviour which is prejudicial to good order and discipline in the school or among any of its pupils whether behaviour occurs in a classroom, during a teaching session or elsewhere.
 - Physical restraint may be used only when a teacher or authorised person is:

On the school premises

In the vicinity of the school prior to the start of the day

Lunchtime or at the end of the school day

In charge of pupils elsewhere – trips etc

4. The use of physical restraint should be the last resort. Please use other strategies in the first instance eg
 - Allowing space
 - Talking
 - Reasoning
 - Listening
 - Humouring
 - Distraction

Force should be kept to a minimum to achieve the objective. It should be seen as a matter of care and control and not seen as a punishment.

Physical Intervention

Physical Intervention may be: placing oneself between pupils, blocking a pupil's path, holding the child with reasonable force to ensure their safekeeping, leading the pupil by the hand or arm, shepherding by placing a hand in the centre of the back and in extreme circumstances by using more restrictive holds.

A written record should be kept of any incident, requiring the use of reasonable force in the serious behaviour/restraint log.

The Child Protection Co-ordinator should be informed.

Reports should take the form of:

- The name of the pupil(s) and staff involved
- Where the incident took place
- When the incident took place
- Names of witnesses
- Why the reasonable force was necessary
- How the incident progressed, behaviour , what was said
- The outcome
- Details of any injury or damage caused to pupils or staff

Parent of the child involved need to be informed by letter and telephone within 24 hours

- All recorded incidents should be reviewed afterwards to determine what lessons can be drawn from the incident and support given to those involved as is necessary.

Summary of the General Principles for the use of Physical Restraint.

Physical restraint should only be used in circumstances where there is immediate danger of injury to anyone involved.

Physical restraint is a last resort course of action when other forms of intervention are impracticable or obviously not working.

Whenever possible, a clear verbal instruction to stop the dangerous or threatening behaviour should always precede physical interaction.

Only the minimum amount of force for the shortest possible time can be used.

Restraint must not involve deliberately painful or dangerous procedures.

A written record must be made of all cases involving the use of physical restraint.

Where it becomes necessary, the staff member involved should inform the child, **“We care too much about you to allow you to be out of control/hurt yourself or others.”**

Appropriate members of staff to attend Team Teach, ‘Positive Handling and Restraint Training’.

SEN Support

In exceptional circumstances, when the behaviour of an individual or a group of children is causing disruption to the school routines, the intervention of the SENCo team will be necessary. The needs of the children will be assessed and specific strategies implemented in conjunction with the SEN coordinator, class teacher, Headteacher and parents/carers.

These strategies may include opportunities for time out, a visual timetable or special rewards chart.

Anti- bullying

The definition of bullying is very varied as individuals have different experiences. However, all members of the school community need to be vigilant and able to recognise bullying behaviour.

The Anti-Bullying Alliance has described bullying as having 3 constituent parts:

- It is repetitive, wilful or persistent
- It is intentionally harmful, carried out by an individual or group
- It involves an imbalance of power leaving the victim feeling defenceless.

Any suspected cases of bullying must be reported to the class teacher and Head. Steps to resolve the issues will be on an individual basis but will follow the corrective

strategies suggested in this policy. Parents /carers of all involved parties will need to be informed.

The use of web, text messages, email, video or audio to bully another pupil or a member of staff will not be tolerated.

Cyber Bullying

If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside of school time.

1. Advise the child not to respond to the message.
2. Refer to the ICT and PHSE and CP policies which include specific rules regarding e-safety.
3. Secure and preserve any evidence
4. Refer the information to the Head of Primary who will inform the senders email service provider and notify the parent of the children involved.
5. Consider police action depending upon severity or repetitious nature of the offence.
6. Inform the ICT Coordinator and Local Authority e-safety officer.
7. If any malicious or threatening comments are posted on an internet site about a pupil or member of staff, speak to the Head of Primary who will inform the Child protection and Behaviour Co-ordinator and also the Local Authority E safety officer. The police will be informed if it is deemed necessary.

All children need to know and understand the e safety rules at an age appropriate level. (Please refer to the ICT (E-safety Policy).

Partnership with Parents

*Parents will sign a Home School Behaviour agreement and an 'E – safety' agreement during the admissions process before their child starts at the school.

This provides a framework for teachers and parents to work in partnership with regard to behaviour.

Policy created: September 2015

Review Date: September 2017

Appendix 1

Considerations in Classroom Organisation and Management

Layout of Furniture

Position of coat pegs and belongings

“ “ Teacher’s desk/chair/base

Seating arrangements

Accessibility and organisation of equipment /resources

Awareness of classroom rules/guidelines and expectations of behaviour

How children enter and leave the classroom

Settling down periods/routines

Acceptable sound levels

Expectations of movement during class activities and through the school

How children communicate to each other and the teacher

How instructions are given to children/whole class

Working routines

Procedures for tidying up

Teachers movement around the class

Appendix 2 – Time Out

Time out may be used to give a pupil space to:

Calm down

Think about their behaviour

Get on with their work

It may also be given to provide respite for a teacher or a class from a pupil's disruptive behaviour.

Time out should only be used for a short duration of time, a maximum of 5 – 6 minutes for Reception or Year 1 child. There may be an exception if it is being used for a more serious incident and happens in another place eg. the Head's room.

Egg and Sand timers are helpful to allow pupils to monitor their own time out.

It is useful to identify another place ie. another class room for the use of 'time out – or maybe a seat in another classroom.

Appendix 3 – Ideas to Build Self Esteem

Star of the week

Circle time – to celebrate achievements, successes, good things!

Wall displays to show feeling good about myself

List of things children say to make them feel good /happy

Reminders - Have you helped someone feel good today?

Three things I was good at today

Use pupils' names, make eye contact - greet and say goodbye – personally

Pictures and word cards for feelings to use

Friendship circles

